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ABSTRACT

Instructors who have put together a course to reach the distant learner can tell the nightmares of preparing and delivering a syllabus. Many are the instructors who have attempted and failed to teach a distance learning course when little or no thought was given to modifying the method of delivery or how to connect the distant and remote site students. While working through the angst and logistics of this new paradigm in teaching in the Communication Department at Concordia University St. Paul, several training and administrative issues deserve significant discussion time on the faculty meeting agenda. While faculty spend significant time in dialogue, the pioneers are getting it done, some with little or no help. This paper discusses what goes into planning for delivering at a distance, including supporting, motivating, training and guiding pioneer instructors to the final exam. As today's faculty debate traditional vs. "distance education," Farhad Saba (1999) will argue that faculty should spend more time studying structure vs. dialogue as measures of the attempt by faculty vs. students, to exert control of the classroom. Faculty will need support through the transition. (Contains 31 references. The course syllabus, lesson plans, suggestions for effective teacher/student communication procedures, and an outline for a training workshop are attached.) (RS)

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Coordinating Delivery at a Distance
- by the seat of your pants

A paper delivered as part of a panel at the

NCA conference

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Abstract

Coordinating Delivering at a Distance
- by the seat of your pants?

Instructors who have put together a course to reach the distant learner can tell you the nightmares of preparing and delivering a syllabus. Many are the instructors who have attempted and failed to teach a distance learning course when little or no thought was given to modifying the method of delivery or how to connect the distant and remote site students. As we work through the angst and logistics of this new paradigm in teaching, several training and administrative issues deserve significant discussion time on the faculty meeting agenda.

While faculty spend significant time in dialogue, the pioneers are getting it done, some with little or no help. In this panel, the presenter will discuss what goes into planning for delivering at a distance; including supporting, motivating, training and guiding these pioneer instructors through to the final exam. As today's faculty debate traditional vs. "distance education", Farhad Saba (Jan 1999) will argue that faculty should spend more time studying structure vs. dialogue as measures of the attempt by faculty vs. students, to exert control of the classroom. Whether they're a "Guide on the side" or "sage on a stage", our faculty will need support through the transition.

Introduction

When Dr. Marilyn Reineck began spring semester 1998 teaching Interpersonal and Public Communications (IPC), she didn't just teach to the students in desks in front of her, she also connected with students in a classroom, miles away, peering at her through a monitor. Dubbed a "CUENet" (Concordia University Education Network) course, Dr. Reineck agreed to make this course her first attempt at not only teaching over a compressed video (CV) network, but employing the use of web-based Course Management Systems. For Concordia, it was their first attempt to combine both secondary and post-secondary students into the same classroom over this medium. While instructors will continue to seek pedagogical and technical support from colleagues and IT staff, web-based Course Management Systems (CMS) have grown in their ability to give instructors a tool to independently design a dynamic, secure environment for students to connect with their resources, with their instructor and most importantly, each other. Dr. Reineck's pioneering effort has grown into the delivery of five courses of similar venue in Fall semester 1999, with three of the five instructors using CV for the first time. Amidst the growing societal and peer pressure to utilize technology as an instructional medium, instructors have either resisted, dabbled slowly or like Dr. Marilyn Reineck and her communication colleagues, "jumped in by the seat of their pants".

CUEnet

Connecting students, instructors and resources is at the heart of the mission for CUEnet (http://www.cuenet.edu/). When the twelve Lutheran Church Missouri Synod colleges, universities and seminaries agreed to form a consortium called the Concordia University System (CUS), their presidents saw the need and had the vision to collaborate in developing the technological infrastructure and programming necessary to link those schools. With a continuing mission to break down the boundaries imposed by distance, CUEnet was commissioned in 1996. In an amazingly short period of a few years, the twelve schools had agreed, planned and installed a two-way video-conferencing network. But that was only the beginning. More than forty secondary schools have been added to the compressed video network. New technologies such as CD, satellite, data-streaming and Course Management Systems (CMS) are either being explored or are already implemented to deliver courses into classrooms and homes. However, while the "technology is certainly exciting, the energies of CUEnet are primarily focused on the design of effective teaching-learning experiences and appropriate student services" (Driessner, 1998).

While it's important for the Concordias to participate in pioneering efforts at reaching distant learners, a greater emphasis should be placed on Dr. Reineck's ability as an instructor to use technology as a TOOL to enhance our student's ability to relate in Interpersonal and Public Communications settings. In other words, will the use of compressed video, Internet-based chatrooms, discussion forums and email help or hinder students in learning how to communicate effectively? By writing objectives that ask students to communicate electronically, Dr. Reineck and members of Concordia University Communication Department have taken the stance that students will better understand communication if they participate in both face-to-face and electronic discussions. In addition, the use of discussion forums and email, versus chatrooms and compressed video will allow them to compare synchronous against asynchronous communication. For the instructor, the difficulty comes in preparing questions and models that help students compare communication in a variety of electronic and face-to-face settings.

Background to delivering the course

Scholars and researchers have asked and will continue to ask questions about the viability and instructional quality of teaching to students through a monitor over a CV network. Do students learn as

well as they do in the traditional classroom? Are instructors able to be as interactive as they are with their local students? Do remote students feel a part of the class? Russell (1997, March/April) states that "study after study has concluded that using it (technology) in the classroom neither improves nor diminishes instruction for the masses". Woodruff and Mosby reveal (1996) that much of the success is dependent on the instructor's ability to engage in meaningful dialogue, helping the local students and especially the remote students feel a part of the class.

However, Dr. Reineck is not waiting for solid proof of the merits of technology-mediated instruction. While she would not consider her experience with technology extensive, she is willing to try new technologies in the classroom to test their efficacy. Gilbert (1997, Nov. 11) would applaud her pioneering spirit. During one of his popular listserv (aahesgit@list.cren.net) discussions, he commented on the subject:

> I'm finding that most college and university leaders have moved beyond waiting for definitive proof of the educational consequences of educational uses of information technology. Too many fields now rely on certain applications (e.g., CAD/CAM in architecture, GIS in geography) in ways that make it absurd not to include those tools as part of instruction related courses. Even more compelling is the growing conviction that **colleges and universities must include access to information technology for teaching and learning in their efforts to compete for students and faculty.**
>
> Certainly it will still be helpful to learn more about the educational impact of various applications of technology -- especially as part of efforts to make these activities more cost-effective.

Indeed, even skeptical college faculty are being surrounded by colleagues and peers who have integrated technology into their curriculum. Cini and Vilic (June 1999) confirm that learning online is not a mid-90's fad, noting that

> Online courses are no longer confined to experimental ventures of innovative faculty members. They have become an integral part of curricula at most institutions. As entire degrees become available online, there is an increasing need for more "mainstream" faculty to teach online...For a faculty member to be considered up-to-date, faculty can no longer consider answering email sufficient; faculty will increasingly be called upon to use Web-based resources and to teach online to merely stay current.

Fulltime faculty at CSP were physically immersed into the change when they were loaned laptops in fiscal year 97-98, a year ahead of their students. This was done in preparation for the Educational Technology Initiative (Concordia's effort to provide a standard platform of applications and Internet connectivity for every student). Dr. Reineck and her colleague, Dr. Lori Charron reacted by agreeing to teach online and

CV courses while embracing their laptop, using it as an office desktop connection to the Internet, corresponding frequently via email and entering course syllabi in a web-based CMS called "Web Course in a Box" (WCB, discussed later).

Faculty Distance Support

Prior to joining the faculty in the College of Graduate and Continuing studies in July 1999, the author worked for the IT department and had direct responsibility for distance learning support at Concordia University St. Paul. To Concordia, that meant supporting faculty members in their efforts to make the transition from a traditional classroom style to teaching students at a distance. Because teaching technology and a change in pedagogical methodology are involved, this is no simple task. Technology can quickly become burdensome if not kept simple or if they don't fulfill or enhance objectives for the course (Schuler, 1997). In addition, the changing paradigms of teaching are urging instructors to become more interactive (Davis, 1993), drawing synthesized learning from their students. For example, Professor Michael Charron began his CV course by having students interview and introduce members of the remote classroom. In addition to their arsenal of small group exercises, Dr. Reineck and the communications department chose to pose questions over the "Discussion Forum" (a function of WCB) as a means to create greater student-to-student interaction and bring synthesis to the learning process. Students are evaluated on completeness, clarity and applicability, as well as their "responsiveness to others", drawing from multiple perspectives and encouraging students to look beyond their own one-dimensional world (see Appendix B, "Electronic Discussion Forum Questions"). While Dr. Reineck spent more time grading online assignments, she tempered that commitment by not getting involved in every student interaction. Consequently, she saw this as a successful exercise, passing her enthusiasm onto Lori Charron, Basma Devries and Mike Charron of the Communication Department, not to mention other colleagues on the faculty who have chosen to incorporate it into their learning activities; both in their distance learning and face-to-face courses.

Preparation schedule

Boettcher and Konrad (1997) suggest that development for a distance learning course should start 18 months or more ahead of course beginning date. For Dr. Reineck, she was given three months, accelerating the schedule considerably. This was compounded by the fact that this will be the first CV experience for her, and for Concordia Academy. In her favor, Dr. Reineck did complete a weekend workshop in CV training called "CUENet Workshop". Like many of us she was motivated by the urgency of the immediate, and rely on a common modern day phenomenon called "Just-in-time-learning". However, after working with Dr. Reineck over the past few months, it became clear that her greatest asset is her willing spirit.

The following outline shows the steps followed in preparing to teach IPC over CUENet:

Preparation	Date
CUENet training	Sept 1997
Periodic planning and practice meetings with author and fellow members of the Communications department	Oct thru Dec. 1997
CV - First test class delivered to students at Concordia University Portland	Nov 1997
CV - "Reasons to take this Course" delivered to CA students, with informal Q & A, and publicity photos	Nov 1997
CV - Second test class delivered to students	Dec 1997
Daily meetings with author to learn "Web Course in a Box", work on web page, discuss objectives and outline content for first 2 days of course.	Dec 8 - Dec 19, 1997
Workout technical preparation (chatrooms, discussion forum, email interface, WCB and web page setup, etc.)	Dec. 1997 - Jan 20, 1998
Regular planning and preparation meetings with Reineck and department.	Jan 5 - Jan 20, 1998
Start course	Thursday, Jan 22, 1998, 7:30-8:20 A.M.

Developing course syllabus

In any course, the syllabus is a contract between instructor and student, stating objectives, expectations and laying out plans for the term. For the Communications department at Concordia University St. Paul, they've taught the IPC course many times. Early in the preparation process (Nov., '97), the author sat with the department in a meeting designed to talk about course expectations.

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Discussions at that meeting and in an ensuing meeting with Dr. Reineck clearly indicated that they would need to cut back on content and requirements in order to add objectives fed by instructional technology. For example, "15. Demonstrate use of technology including Powerpoint, e-mail, web-page creation, discussion forums, and chat rooms" (see Appendix A, Goals and Objectives). The use of Powerpoint slides nicely complements a student speech, and web-page creation can help build the distance community.

The process of determining how to accomplish course objectives at a distance can be difficult. Dr. Reineck and the author found that elements of face-to-face contact can be simulated fairly naturally over the compressed video medium, once students get accustomed to talking to faces on a TV screen. CUENet instructors who have been successful at building community over compressed video have had to continually interject caring questions before and after class. During class and at times outside of class the Communications Faculty continually utilized small groups and alternate forms of communication such as chatrooms and discussion forums in an effort to draw feedback from EACH student. One advantage that this particular CV course had over other distance learning courses is the close proximity (13 miles) of the remote learners. Conveniently, Dr. Reineck lived closer to Concordia Academy (remote site) than Concordia University (local site), and she took advantage of the situation by occasionally guiding lessons from Concordia Academy instead of Concordia University.

Distance Learning Interaction

Moore and Kearsley (1997) identify and distinguish three types of interaction important in preparing a distance learning environment:

1. learner-content
2. learner-instructor
3. learner-learner

In the IPC course these types of interaction should be well-covered. Studying the syllabus and first two lessons (Appendices A & B) of this course, one will find ample evidence of these interactive types.

Dr. Mark Schuler, a professor of Religion and Concordia's webmaster, discovered a software application called "Web-Course-In-A-Box" (WCB) at a November '97 Educom conference in Minneapolis and immediately put it to good use. He found that WCB was able to help instructors draft

their syllabus, course outline, give quizzes, setup discussion forums, web pages, and setup password secured student entry with little involvement from the webmaster. His willingness to beta-test the Windows NT version on a campus server, and offer a short faculty workshop helped to stimulate several faculty to try it for their spring '98 semester courses. Faculty are undoubtedly stimulated by their peers. Even though Dr. Reineck did not attend the workshop, the author was able to attend and pass on the fundamentals of its use to Dr. Reineck in preparation for her course.

For IPC, WCB was a natural choice to help students interface at all three levels. As a student to teacher interface, it gives students an opportunity to see the instructor's web page, course objectives, expectations, mid-course announcements, quizzes, daily outlines and more. As a student to student interface, it allows students to see each other's discussion responses, and personal web pages hilighting name and interests. As a student to resource interface, the instructor can reveal the required texts and related web links. When asked what advantages or disadvantages Schuler saw in using Course Management Systems, Schuler responded with the following email (Oct 24, 1999):

Advantages

1. Faculty get fill-in-a-blank tool for putting courses on the web
2. Results are immediate
3. Faculty are challenged to present material in a systematic fashion
4. Students receive a common interface
5. Course sites have similar look and feel
6. Resources are in similar places
7. Techniques transfer between courses
8. IT staff training time is reduced and support focuses on a common platform

Disadvantages

1. Instructor creativity is compromised by software limitations
2. Instructors must operate as does the software (i.e. software crashing for a course that would not allow multiple instructors).
3. Despite common look and feel, reality of web requires divergent page and site designs
4. One site interface format may not prepare students for the diversity of web formats
5. IT staff quickly discover limitations of one CMS package when compared to another

A comparison of various web-based course management tools can be found by visiting the author's homepage at http://www.csp.edu/csp/people/Schuessler_Joel/index.htm, choosing "Faculty Assistance for Course Management Systems".

Building the Distance Community

One of the most important components of a CV course is to build the community of participants. In IPC, student's will also build the student to student, and student to teacher relationships through email. Exercises will be designed for an email response, either to the instructor or fellow students. Gilbert (aahesgit@list.cren.net) is one of many authors that confirm the efficacy of using email to enhance community and keep student's tuned into course content. In addition, you will note by inspecting the first two day's lessons (Appendix C) that small and large group work will be a primary method used by Dr. Reineck to promote community. The dynamics of group and individual interaction was a fascinating experiment in a course such as "Interpersonal Communications".

Another component important to any distance learning course is the effective communication of procedures. For instance, students should know how to deliver assignments and tests to the instructor securely, or where to get resources required for the course. To assist Dr. Reineck and future CV instructors in preparing their course syllabi, the author compiled a list of suggestions and slotted them under appropriate syllabi subheadings (Appendix D or on the web at http://www.csp.edu/VirtualLibrary/delvsys/dstlearn/CUETemp.htm)

Hilights of the suggestion syllabus are shown in the greyed boxes below:

- It is CRITICAL that the instructor state their availability, their willingness, their ability and means of communicating electronically with students:

Instructor hours	"Because this is a course in distance learning, I will make a special effort to be accessible to those who are at a distance and are not capable of seeing me in person." I am reachable VIA EMAIL- I will read my email and can typically respond within _____ (24 hrs or 2 days - choose one).

- Students should be guided to required and appropriate resources:

Teaching procedures	**Consider students at the remote site will not have the same library resources as local students and therefore it is necessary to include words to ensure that remote site students are not at a disadvantage. For example "inter-library book loans are available between institutions by filling out the x form and submitting it to your campus librarian" or "use of scholarly electronic sources is encouraged".**

- Instructor's should think realistically about their ability to communicate:

Teaching procedures	**5- Don't structure the communication flow in a course to that you are the gateway for all communications. This will save you time and create a better learning environment.**

Learning to use technology

Preparing a course syllabus builds a strong foundation for the future of the course, but the preparation doesn't stop there. Teaching through a new medium such as video conferencing takes some getting used to. Not only do many instructors feel self-conscious about appearing on camera, but coordination of cameras, Powerpoint demonstrations and other audio-visual media to facilitate a day's course takes some practice. While the classroom at Concordia University St. Paul is designed for easy touch screen control, CUENet instructors and the author have found that very few instructors can simply walk in and manipulate the media in a manner unobtrusive to the flow of instruction.

For Dr. Reineck, preparation to teach on the CUENet standard CV equipment began with a 2-day fall workshop, paid for by a FIPSE grant. On that September '97 weekend, several CUENet technology experts gathered in a central location to prepare faculty for their upcoming CV-based course. The following subtopics were presented at the "CUENet Workshop" (1997):

1. Project Assessment - Kicking the Tires
2. CUENet - A new model
3. Video-conferencing - Looking under the hood

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4. Teaching strategies - The Driver's manual
5. Cooperative Learning - Working with the parts
6. The Role of Assessment - Checking the Gauges
7. Controls - Getting behind the wheel
8. Think visually - Enjoying the scenery
9. Powerpoint Introduction - The Basic Equipment
10. Resources - Tools in the Trunk
11. Site Management - Keep your eyes on the Road
12. Syllabus - Providing the map
13. Copyright - Rules of the Road

In addition to Dr. Reineck, the author has had the opportunity to attend two similar "CUENet Workshops" and found them very helpful. It was especially effective to have instructors be given the rubrics of a presentation, and then to actually give the 5-minute presentation in front of their peers; followed by a brief review of effective and ineffective techniques and presentation slides. However, that 5-minute presentation only began to prepare Dr. Reineck for what was to come.

Practice Teaching Sessions

Coordinating with Concordia University Portland's Provost, Johnnie Driessner, Dr. Reineck and the author prepared for and taught two sample 30-60 minute presentations to a group of students in Portland, Oregon. Sample students were asked to participate and give helpful feedback to Dr. Reineck upon completion of the lesson. Again, this was extremely helpful to Dr. Reineck in broadening her experience of manipulating the media and coordinating the interaction between two CV sites. Woodruff and Mosby (1996) among others recommend that an instructor stay in one mode of instruction for no more than 10-15 minutes. Strictly followed, this rule of thumb will make it difficult for an instructor to lecture for extensive periods of time without engaging students in thoughtful dialogue. Again, engaging students at the remote end is a primary goal of the CV instructor.

Students in Portland gave suggestions to Dr. Reineck after completion of a sample lesson. Typical suggestions included comments such as "you need to involve your local students more in the conversations" or "you seemed comfortable with the equipment, keeping the camera on your face or slides just long enough to focus on the point" or "isn't there any way we can avoid that disjointed feeling of talking over each other?"

The author has found these sample lessons so valuable to the instructors preparing for a CV course, that when CUENet training became the responsibility of each individual campus, more time was

devoted to practice, practice, practice. An outline of the Concordia St. Paul Summer 1999 CUENet training can be found in Appendix E.

Marketing the course with a "live" connection

Two CV sessions were set up to market the IPC course to CA students. Dr. Reineck prepared some interesting Powerpoint slides stating the "Top Reasons to take COM103 - Interpersonal and Public Communications", and answered informal questions. The second CV session was a designed 30 minute presentation. This time CA students came because they were genuinely interested in taking the course. Technical difficulties in making a proper connection delayed and shortened the presentation to 15 minutes. Just as "icebreakers" help to break down the barriers between students, a demonstration and some hands-on time with the technology help students get comfortable what can be an intimidating room full of technology. Note that given time constraints, the focus was placed on "Top Reasons to take the class" and an enjoyable exposure to the technology. One student picked up on the fun and edited some video of the author and Dr. Reineck, transposing their heads (Appendix F). Only the items that are bolded were completed.

1. **Dr. Reineck - Intro herself and students**
2. **CV Warmup - Clap Synching exercise (demonstrate one-second audio delay) (Joel)**
3. Group Warmup exercise - getting to know you
4. **Top Reasons to take the class - Powerpoint presentation (Marilyn)**
5. **CA students Q & A on course expectations (CSP student with CV experience and fellow Communications Department staff there to respond to questions)**
6. Technology demo - to be used in class (Joel)
    - email
    - discussion forum
    - **web page building**
    - individual presentations (let CA students try controls)

Typical questions asked by CA students dealt with workload, and such issues as "will this credit transfer to other schools" or "will we be making our presentations from here?. Some of the more entertaining dialogue occurred after terminating the connection. Comments fielded by Lynn Henry (technical site coordinator at CA), included such questions as "so what does it mean to study communications" to which she responded "it helps in trying to understand women". Another student asked "is it kind of like Psychology?"

The first two days - teaching techniques

After course syllabi and sample lessons, the heart of preparing for the course truly begins. Undoubtedly, there will be a great deal of "just-in-time" learning and hopefully some formative assessments will be made and appropriate adjustments made along the way. Added to the content of outlines to prepare for the first two days of the course were the additional technological objectives and logistics of getting to know students over a new medium. For that reason, the first two days included not only an exposure to standard syllabus and content, but a discussion of netiquette and warmup exercises.

Appendix C can be referenced for a closer examination of the first two day's outlines. As today's faculty debate traditional vs. "distance education", Farhad Saba (Jan 1999) will argue that faculty should spend more time studying structure vs. dialogue as measures of the attempt by faculty vs. students, to exert control of the classroom. Davis (1993) suggests the use of a variety of teaching techniques designed to reach each student, give them greater control and help them master the objectives for the course. Use of

"groups and teams", "lecture and explanation", "reflection and experience" and "training and coaching" are demonstrated in the first two days activities. References to these techniques are noted are italisized below:

Day 1 Intro to technology and course syllabus

- **Introduction** - It will be important to be casual and friendly in introducing instructor and her support team. Perhaps students will post nametags in huge thick marker characters for quick reference.
- **Intro to Technology** - Interactive exercises such a clap synching and small group interactions will be used to get the community of learners off to a good start (***training and coaching*** technique designed to get class members comfortable with the delay experienced during CV transmission, and allow them to engage in conversation)
- **Course syllabus, expectations and questions** - No day 1 would be complete without stating what the course will attempt to achieve. Students will be directed to a handout of the syllabus that they will later be able to access from the web (using Powerpoint slides to hilight important issues, Dr. Reineck utilizes "***lecture and explanation***" to communicate course objectives).
- **Netiquette, email and Course-in-a-box logistics** - under the expectations portion of this exercise, students will be warned about spamming in email, not giving out passwords to buddies, etc. Printed sheets will be distributed to help them get access to individualized email and WCB accounts.
- Note that technical assignments such as email and web page creation were not due for at least a week, (strongly suggest TWO) giving students time to make sure their email accounts and web access was lined up.

Day 2 Communication models

- **Pre-class warmup, dialogue, and questions** - After students have had an opportunity to review the syllabus and try out initial accesses they were ready for technical and course expectation questions.
- **Communication Definition Exercise** - using small and large groups (**"*groups and teams*"**) Dr. Reineck will help the class discover what communication is. Dr. Reineck will create a group from students at both sites and the others will leave the room to engage in their own off-line dialogue. The whole group will reconvene to discuss results ("***Discussion***"). Note the assignment given requires students to synthesize the information by drawing and displaying communication models (allowing students to deviate from the textbook definition, group members rely on their own ***"experience and reflection"*** to create their own definitions of communication).
- **Lecture on components of communication process** - Using Powerpoint slides (scanned and converted from traditional overheads), Dr. Reineck will lead the group in lecture and the intriguing discussion question "Can you step in the same river twice?" (***lecture and explanation***).
- **Principles of communication** - Again a group discussion.
- **Web page creation demo** (Joel) - Joel intros creating the content for web page creation, and lays framework for digital picture integration on CA and CSP campuses.

Conclusion

When spring semester, 1998 began at Concordia University, and students with study halls at Concordia Academy choose instead, to take a distance education course for college credit, history was made for these two schools, and many learned to learn in a new way. The teaching of this course will undoubtedly add to the body of knowledge available on distance education. However this is a work in progress as the Communications faculty at Concordia University St. Paul are continually motivated to ask:

In a course designed for **Interpersonal** and Public Communication, does the technology detract from the ability to teach, or does it help to fulfill and enhance the course objectives?

Dr. Reineck's hard work in preparing for this course will undoubtedly pay off. A well designed syllabus and course outline will lay the foundation for students to communicate electronically with instructor, resources and fellow students. Practice sessions and initial opportunities to interact with the high school students will undoubtedly assist Dr. Reineck in her delivery and understanding of the context. A key to the success of the course resides in the ability to support Dr. Reineck with technical and instructional support. However, as Cini and Vilic (1999) suggest, training faculty to use new technology is not the only answer. "Education administrators who want to help faculty move to the online teaching environment more comfortably should view this as a change process...giving them the opportunity to dialogue in a low-risk environment". Our CUENet instructors' continued willingness to share and evaluate formative input from colleagues and students will help in making important improvements, and ease the pain of transition.

Given the degree of technological involvement, we can expect some difficulty. However, we can also expect to make some significant gains in return for the time invested. Technologies such as email have and will continue to promote interaction. In response to the growing infusion of technology into the classroom, faculty leaders such as Dr. Reineck, Dr. Schuler and their counterparts at other CUENet schools have stimulated their colleagues to take a proactive stance, stating, in effect, "If you want to predict the future you have to invent it" (Alan Kay).

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Appendix A -

Concordia
UNIVERSITY·SAINT PAUL

Communication Fundamentals
COM103 (05)—CUENet Fall Semester 1998
M-T-R-F 8:30-9:20 a.m.
Science 102-CSP (phone: 603-6142), Room 109 CA (phone: 766-8044)
Science 102 Fax Machine Number: 651-603-6134
Web Course in a Box: http://www.csp.edu/courses

Dr. Marilyn Reineck, Course Instructor. Office: A226, Ph. 641-8850, E-mail: reineck@luther.csp.edu. Office Hours: 11:10 a.m. to 12:10 p.m. M T R F, and by appointment.
Dr. Lori Charron, Course Instructor. Office: AD230, Ph. 641-8710, E-mail: lcharron@luther.csp.edu Office Hours: T R 1:10-2:50 p.m.
Mrs. Lynn Henry, Concordia Academy Director of Technology and Site Coordinator. E-mail: lhenry@mail.concordia-academy.pvt.k12.mn.us Ph. 484-8429, ext. 19
Mr. Joel Schuessler, Concordia University, St. Paul Coordinator of Instructional Technology. E-mail: nozo@luther.csp.edu Ph. 641-8745
Texts: Understanding Human Communication, Adler and Rodman (1997)
Student Resource Manual by Adler, Rodman, and Elmhorst (Workbook); 2 pocket folder
****Please direct e-mails to** lcharron@luther.csp.edu, reineck@luther.csp.edu

DATE	CLASS SCHEDULE	ASSIGNMENTS DUE
8/27 Day 1	Introduction, Intro. to technology Course syllabus/expectations, Netiquette, Web and e-mail logins	Chapter 1 in text For review—do self test in workbook, pp. 16-19. Do pp. 11-12, workbook
8/28 Day 2	Communication definitions, process, components, principles, contexts. models of this distance	Draw your own Communication model education classroom (in landscape-paper placed horizontally)
8/31 Day 3	Bring your communication model of this This distance ed. classroom. Show under document camera. Narrative speeches explained. Quiz on chapter 1	pp. 33-45. Do workbook, ppl 26-34 and compute scores on Appendix A, B, C, and F.
9/3 Day 4	Outlining, Perception	pp. 45-62 text, workbook p. 38 Do self-test chapter 2
9/4 Day 5	Perception, cont. Web page entered (no picture)	Quiz for day 6; pp. 33-45

9/8 Day 6	Self-perception.	Narrative/vivid impression speech.
	Quiz on pp. 33-45	Optional: read ch. 13 on delivery.
	Discussion forum demo	Assignment: respond to Discussion
	Chat room demo.	Forum #1 by Day 11. In addition to initial
		post, respond to 1 other.
9/10 Day 7	Class presents 5 minute narrative/vivid	E-mail 1 other class member and
	impression speeches	introduce yourself. Speech outline.
9/11 Day 8	Speeches cont.	Speech outline
9/14 Day 9	Speeches cont.	Due on Day 10: e-mail Drs. Reineck
		and Charron your scores on Appendix A, B, C, F. Discuss whether scores surprised you and why or why not. Speech outline.
9/15 Day 10	Speeches concluded	E-mail assignment due. Speech outline.
		Review for quiz on pp. 45-62
9/17 Day 11	Self-perception Video: Classroom of the Heart	Discussion Forum #1 posting due.
	Picture added to WCB home page.	
9/18 Day 12	Self-concept	Chapter 9, communication in groups
	Quiz on pp. 45-62.	Respond to class member's e-mail
	Discuss video in chat room groups.	Intro. By Day 14
9/21 Day 13	Working in small groups/ group	read pp. 66-91. Do self-test in work-
	media analysis	book for review.
	Quiz on Chapter 9	
9/22 Day 14	Language	pp. 91-96 text. Do Discussion
	Nature of, power of, and troublesome usage	Forum #2 by Day 18
9/24 Day 15	Language, Film: "One person's struggle..."	
9/25 Day 16	Gender and Language	pp. 96-103, text
	Bring workbook for p. 65, 68	Quiz on Chapter 3 for Day 17
		Do self-test in workbook for review
9/28 Day 17	Quiz on Ch. 3 Culture and language	chapter 5, nonverbal
	Verbal skills--mats	
9/29 Day 18	Nonverbal	Do ch. 5 self-test for review
	Film: Comm.: The Nonverbal Agenda	
10/1 Day 19	Nonverbal	
	Film: A World of Gestures	

		Quiz on Chap. 5	Review for Exam 1
10/2	Day 20	Nonverbal	
10/5	Day 21	Exam 1. Chapters 1-3, 5.9, lectures, films, discussion.	
10/6	Day 22	Language and Writing—Research paper assignment on a comm. topic. Research paper is basis for inform. speech. Discuss working in groups	
10/8	Day 23	1st small group meeting for Media Analysis Project	Read chap. 4 pp. 109-143
10/9	Day 24	Interpersonal Communication. Listening: The Foundational Skill--Mats	Chap. 4, Listening pp. 109-143
10/12	Day 25	Interpersonal Communication Skills, cont.	Review Ch. 4 self-test (workbook)
10/13	Day 26	Quiz on Chap. 4 Chat rooms instructions	
10/15	Day 27	On-line group meeting in "Chat room" Analyze your group process to date Discuss Media Analysis Assignment	
10/16	Day 28	Interpersonal Relationships	Read Ch. 6, pp. 179-197 Read Ch. 6, pp. 198-215 Do Ch. 6 self-test (workbook)
10/19	Day 29	Interpersonal Relationships, cont. Quiz on Ch. 6	Review research paper with Writing Center
		Interpersonal Comm. skills, cont.	Workbook, pp. 85-88
10/20	Day 30	Small Group Meeting Media Analysis Project	Ch. 7, pp. 220-250
Break (10/21-25)			
10/26	Day 31	Interpersonal Communication Skills	Workbook pp. 182-87. Review Ch. 7 self-test.
10/27	Day 32	Interpersonal Skills, Conflict Video: Skin Deep (class will run 3 min. over) Quiz on Ch. 7	Post response to Discussion Forum #3/respond to others by Day 35
10/29	Day 33	Conflict Resolution	Reaction paper
10/30	Day 34	Research paper Draft due, do peer edits, turn in paper, writing center form, and peer edits—in packets	
11/2	Day 35	Conflict strategies, mats	
11/3	Day 36	Exam II. Chapters 4, 6, 7, plus lectures, films discussion	
11/5	Day 37	PowerPoint intro	Ch. 11, pp. 347-374 Do self-test on Ch. 11 (workbook)
11/6	Day 38	Intro to Public Speaking Self-test on Ch. 11 due (turn in)	Ch. 12, Do self-test ch. 12 (workbook)
11/9	Day 39	Organizing the Speech and Supporting	

		Self-test on Ch. 12 due (turn in)	
11/10	Day 40	Small Group Meeting Final copy of research paper due	Ch. 14, pp. 439-466, do self-test
	(workbook)		
11/12	Day 41	Informative Speaking	Workbook, p. 299 Self-test Ch. 14 due (turn in)
11/13	Day 42	Group meeting	
11/16	Day 43	Group presentations (2)	
11/17	Day 44	Group presentations (2)	
11/19	Day 45	Group presentations (2)	
11/20	Day 46	Group presentations	
11/23 &24	Day 47,48	Group meetings for Group process discussion in workbook for	Do pp. 219-20, 224, 227 your task group
Break			
11/30	Day 49	Group process discussions	Ch. 13, pp. 417-437 Do self-test Ch. 13 (workbook)
12/1	Day 50	Delivering the speech and PowerPoint through disk check. Turn in ch. 13 self test	Sign up for practice run 2 slides minimum
12/3	Day 51	Exam III. Covers chapters 11-14, lectures, discussion, films	
12/4	Day 52	Begin speech 2	
12/7	Day 53	Speech 2 Informative PowerPoint (based on research paper)	outlines/critiques
12/8	Day 54	Speech 2 Informative PowerPoint	outlines/critiques
12/10	Day 55	Speech 2 Informative PowerPoint	outlines/critiques
12/11	Day 56	Speech 2 Informative PowerPoint	outlines/critiques Post response to Discussion Forum #4, classroom comm. by end of course.
12/15	Day 57	Final Exam 8:00-9:30 a.m.	cumulative

Goals and Objectives

1) recognize and apply interpersonal communication theory and concepts to interactions with others
2) identify how relationships develop/decay and the communication characteristic of these stages
3) explain intercultural and intracultural (e.g. gender, age) implications of interpersonal communication
4) explore the role of ethics in interpersonal communication
5) analyze how perception and self-concept affect communication within relationships
6) analyze how language choice helps to construct social reality (e.g. racism, sexism, ethnocentrism, ageism)
7) describe the role of nonverbal messages in the communication process, including cultural differences
8) explain and demonstrate interpersonal communication skills
9) explain basic small group communication process
10) demonstrate effective public speaking skills
11) organize research, ideas, and arguments into an appropriate written research paper and outline
12. make a transition from a written research paper to an oral presentation
13. critically analyze a media text
14. demonstrate and analyze effective use of technological sources such as database searches and the world wide web for critical research skills
15. demonstrate use of technology including, PowerPoint, e-mail, web-page creation, discussion forums, and chat rooms.

Policies and Procedures

1. Attend all class sessions as scheduled. All classes missed will be considered "absences." Missing work is recorded as a zero. Anyone with more than 4 absences can expect to earn a lower grade. Any questions or special situations should be directed to the instructor before an attendance problem arises.
2. Complete readings and other assignments by the due date. If you need to miss a class for whatever reason, be certain to get your assignments to someone in the class who will turn them in for you. You may not make up a quiz if you miss class unless the absence is excused.
3. Participate in class discussions and activities as assigned/scheduled.
4. Complete and pass objective examinations over the concepts and terms presented in the textbooks as well as those discussed in class. Exams will be taken on the scheduled dates unless, by mutual agreement, a modification is made.
5. Prepare, organize, and deliver speeches before the other members of the class. Very few excuses are acceptable for not giving a speech when due. Time constraints and courtesy to other class members dictate completing speeches when scheduled. Late speeches will be downgraded.
6. Prepare, organize, reference, and word process all outlines and written material.
7. Any student who is caught cheating in this class (includes plagiarism, copying papers, getting answers for exams, making an excuse that is an untruth—to name a few) will automatically receive zero points for that assignment.

Grading

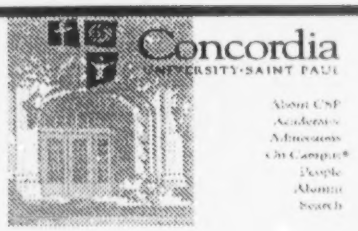
(approximate percentages)

1.	quizzes	15%
2.	3 unit exams and final	25%
3.	group media analysis & discussion	20%
4.	narrative/vivid imp. Speech	5%
5.	informative speech	10%
6.	discussion forum	5%
7.	research paper	10%
8.	Attendance/participation and daily work	10%

Appendix B

Using Technology in COM103 1/14/98
How to get started nozo

Web Course in a Box



1. Double-click on the **Netscape** icon
2. Open the Concordia University homepage at **http://www.csp.edu/**
3. Click on "**Academics**"
4. Click on "**Web-based Courses (experimental)**"
5. Click on "**Student**" icon

6. In "**Course Listing**" page, click on "**COM103-5**" in the "**Courseid**" column
7. Enter login (first initial + first seven digits of lastname)
8. Enter your password _____
9. Make a bookmark to bypass steps 1-6 in the future.
10. Click on the "**Help/Utilities**" icon and then "**Change password**" icon to change password IMMEDIATELY (FIRST TIME ONLY)

Help/Utilities

- Note: here is where you will also work on your homepage

11. Click <- Back to go back to the Web Course in a Box homepage and explore
    - **CLASS INFO** - course syllabus
    - **ANNOUNCEMENTS** - Instructor's occasional announcements
    - **SCHEDULE** - Outline of day to day schedule and assignments
    - **STUDENTS** - listing of your fellow students, their email and web pages (NOTE: use Eudora rather then sending emailing this way - it doesn't allow convenient return mail)
    - **LEARNING LINKS** - COMTALK Discussion, Web links and Lesson outlines
    - **HELP/UTILITIES** - change password, work on your web page

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Using Technology in COM103

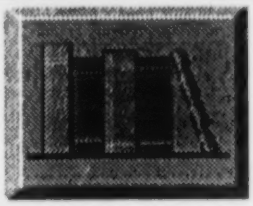
How to get started

1/14/98

nozo

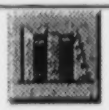
COMTALK Discussion Forum

1. Follow directions to enter COM103 Web Course in a Box (use bookmark if present)
2. Click on "**Learning Links**" icon



Learning Links

3. Under "**Discussion Forums**", click on "**COMTALK**"



Spring, 1998 -- COM 103 -- Section 05

Learning Links

Discussion Forums

COMTALK

Follow netiquette guidelines when responding.

4. Click on the assigned discussion question
5. Read question and click on "Post followup" to enter a response to the question

[Read FollowUps] [Post Followup] [Message List]

Subject: Discussion Forum #4: classroom communication
Posted by: Marilyn E. Reineck on 1/14/98:

Compare the communication in this class (COM 103 05) with the communication in a "traditional" classroom. In your response include distance learning via CUENet as well as the web-based aspects including e-mail, class web pages, chat rooms, and discussion forums. Please comment on class discussion, group projects and speeches in a distance learning classroom. How did theuse of technology impact your learning?

FollowUps:

[Read FollowUps] [Post Followup] [Message List]

6. Read instructor or other student responses by choosing "**Read followups**"
7. Follow netiquette rules for all postings

Appendix C

Spring, 1998 -- COM 103 -- Section 05

WCB Lesson Page

Day 1 - Intro to Technology, Syllabus and Expectations

Test

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Pre-class warmup, dialogue and questions (Marilyn)

Accompanying visuals/handouts: syllabus, web/email intro, list of WCB and email usernames and passwords, Powerpoint/Internet access - CUENet US cities displayed.

(5) Introductions
Dr. Reineck, Mrs. Henry, Joel, students - nametags? (Marilyn)
the CUENet video-conference network (Joel)

(20) Intro to Technology
Equipment demo (Joel)
Adjustment to stepping on words
Sync clapping exercise
Announce names/raise hands (Marilyn)
Create firstname tags (?)
Small group introductions - ask and report about each other
Encourage Interaction between sites

(20) Course syllabus, expectations & questions (Marilyn)

(5) Netiquette, Email and Course-in-a-box logistics:
Netiquette and password privacy (note URL)
Handout on how to access WCB and email at both locations (note URL)
Handout email, WCB usernames and passwords

Assignments:
Due on Day 2 - Read Chapter 1 in Understanding Human Communication by Adler and Rodman (1997)

Due on Day 5 - What you would like to communicate about yourself - academic interest, hobbies, what's unique about me - ON WEB PAGE

Due on Day 10 - email Professor Reineck and one other member of the class

Due on Day 11 - Include picture on your WCB home page

[Edit | Delete | Move Up | Move Down | Insert | View Lesson | Return]

Spring, 1998 -- COM 103 -- Section 05

WCB Lesson Page

Day 2 Communication Models

Reading assignment due: Be certain that you've read chapter 1.

Pre-class warmup, dialogue and questions (Marilyn)

Accompanying visuals/handouts: linear, interactive, transactive communication models (powerpoint), 2 student constructed models (powerpoint), illustration from How Real is Real, (powerpoint).

Pre-class warmup, dialogue and questions (Marilyn)

(15) Communication Definition Exercise (on document camera)
1. A woman went on a picnic with her child
2. The child kissed her and ran down to the stream to play.
3. The woman stood alone in an empty field
4. and practiced out loud the speech she was going to give the next day.
5. The child threw a rock in the water and ripples formed.
6. A dog ran up barking and frightened the child away.

Discussion:

Divide into small groups. One group will consistent of members at both the remote and local locations. Others groups will gather outside the classroom.

Discuss which of the 6 statements show communication, and if so, what kind. Then each group formulate a definition of communication.

Whole class:
1. Have each group report choices on statements 1-6 to the entire class. Have group report communication definition.
2. Have class evaluate whether the groups choices made in 1-6 were consistent with the definition offered. (evaluation against criteria, identifying any inconsistencies).

Assignment for day 3: model of class communication to show under document camera.

(15) Lecture/discussion on components of communication process (Powerpoint slides)
(sender, channel, receiver, encoding, decoding, noise, feedback, environment/context)

Example of question to illustrate process: Can you step in the same river twice?

(15) Principles of communication--discuss
exercise in workbook--chapter 1, activity 3 (in groups)

Introduction to different communication contexts (dyadic, small group, public, mass, cyberspace extraterrestrial, plant, animal)

(5) Web page creation demo (Joel)

Appendix D

coursename (CUENet)

term

location1/room1 delivered to location2/room2

instructorname

Last Updated *date*

***mission statement* ... for example:**

The mission of Concordia University, a university of The Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlighten care of God's creation, all within the context of the Christian Gospel.

Prerequisites	
Credit Hours	
Office Location and Phone	**Prof.:** **Admin. Bldg:** **Room:** **Office phone:** **Email:** **Fax:** **Web:** *Instructor and/or course homepage*
Office Hours	**"Because this is a course in distance learning, I will make a special effort to be accessible to those who are at a distance and are not capable of seeing me in person."** **I am reachable VIA** **EMAIL**- I will read my email and can typically respond within _____ (24 hrs/2 days - choose one). **PHONE**- call me during at _____ during _____ hrs. or at _____ number during _____ hrs. **FAX**- the college fax is available 24 hours a day, and through internal notification, I should be informed within a few hours of receivable. **If you are able to reach my office, I will be accessible for face to face discussion meetings...** Monday Tuesday Wednesday Thursday Friday Saturday Sunday ...or by appointment

College Catalogue	Copied from University catalogue.
Course Description	Copied from University catalogue.
Instructors' Course Description	Summary of contents
Instructional Objectives	**Distance Learning Objectives** Seamless Community: Communication is critical in a distance learning course. Due to this difficulty the primary objective of a distance instructor should be to "Promote the growth of communication in the learning community between instructor and students, and from student to student, so that students both remote and locally feel a part of the same class". If these two types of interactions are promoted, students at remote and local sites will become comfortable with the compressed video interface between sites. CUENet's compressed-video technology is designed to help simulate closed classroom experience as much as possible. Email and web interfaces can also enhance this communication process. **Technology in Research** Another communication path important to build is between student and resources. It is important to emphasize what types of technology students are expected to use for research. For example, "students will learn web searching techniques and evaluate web research resources". The following Internet sites are useful and entertaining: "Evaluating Internet Based Information" by Don E. Descy, Mankato State University http://lme.mankato.msus.edu/class/629/cred.html "Evaluating Internet Research Sources," is available at http://www.sccu.edu/faculty/R_Harris/evalu8it.htm **Technology to enhance course content:** Technology can be useful to the communication process. Students will respond well to instructional uses of technology especially when they enhance or lead to the completion of one or more instructional objectives. YOU WILL NOT want to use technology just for the sake of using technology, unless that is your objective. The following researched benefits of technology in the classroom could be used as key words in your technological objectives. Green and Gilbert, 1997, citing Kosma and Johnson, 1991 indicate that technology can improve learning in the following

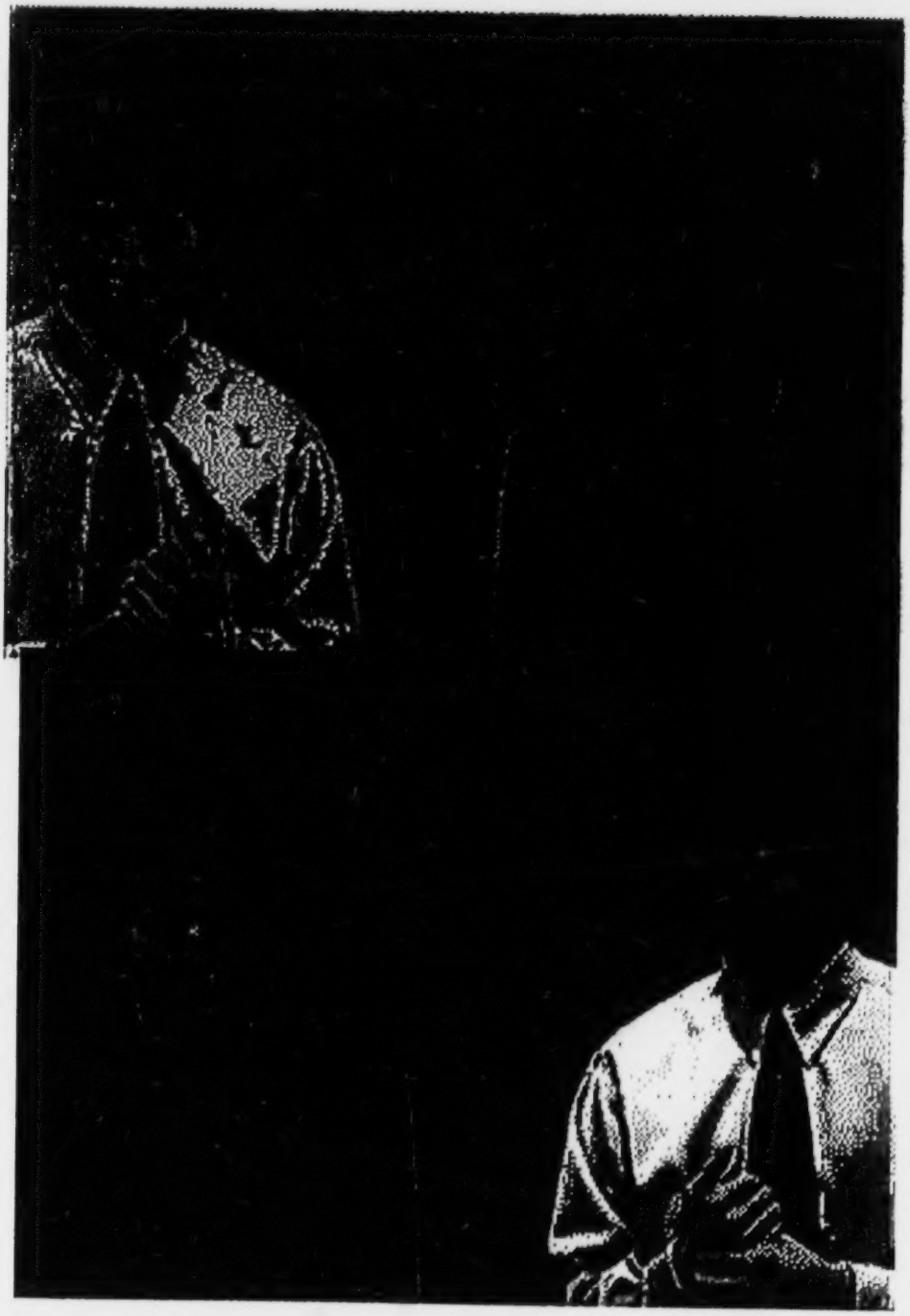
	ways 1. From reception to engagement 2. From the classroom to the real world 3. From text to multiple representatives 4. From coverage to mastery 5. From isolation to interconnection 6. From products to process 7. From mechanics to understanding in the laboratory Examples "Students will use video conference and presentation technology to make student presentations." "Students will create their own web page, including their digital picture and communicating educational and personal interests" "Students will find research information through other specified technologies, such as online library catalogs, CD-ROM indexes, microform materials, videocassette sources, etc." other examples of technological objectives: "Encouraging Students to Use Technology." http://www.sccu.edu/faculty/R_Harris/techuse.htm Dr. Mark Schuler's Cyberculture and Community Course (Fall 1997) http://www.csp.edu:100/schuler/int452/syllabus.htm
Student Goals and Objectives	How will students have input into the course so that they feel ownership and engaged in their course. Especially when new techniques and technology are involved and formative (mid-course) changes can be made to enhance the learning process. (Note: "changes" does not include adding to the requirements of this course syllabus "the contract" unless student dissension is your goal). For example: We have our goals and objectives listed above. Your choice of this course indicates you have certain goals and objectives, too. Use the space below to list your goals for this course. We will return to them as part of the course assessment process throughout the semester (Schuler, "Cyberculture and Community" Fall 1997). 1. 2. 3. 4. 5.

Instructor's Educational Philosophy	If included, this section can introduce your philosophy on education. For instance, do you believe in criterion or norm-referenced grading? For example: Higher education is going through a period of fundamental change. No longer is the instructor the "sage on the stage." Rather, the instructor is a mentor, a guide, an advocate of thoughtful and informed learning and living. I embrace that change and promote an interactive and collaborative classroom. I expect to engage you in the learning process and to learn much from you, as well. (Schuler, "Cyberculture and Community" Fall 1997).
Teaching Procedures	In a video-conference, its important to break up a class session into non-repetitive segments in 10-15 minute blocks. Community building can be enhanced by engaging in a variety of the following classroom techniques (Davis, J. R. 1993).. • groups and teams • experience and reflection • training and coaching • inquiry and discovery • lecturing and explaining • inquiry and discovery Sharing the structure of a typical class day may be useful to students. Consider students at the remote site will not have the same library resources as local students and therefore it is necessary to include words to ensure that remote site students are not at a disadvantage. For example "inter-library book loans are available between institutions by filling out the x form and submitting it to your campus librarian" or "use of scholarly electronic sources is encouraged". To alleviate future headaches Boettcher suggests some headache saving techniques you may want to structure into your procedures: **Internet Pitfalls - "What *Not* to do when Communicating with Students on the Internet"** (Boettcher, 1997 Nov/Dec, p46ff) 1- Don't expect all students to be successfully reading and participating in your "Class discussion list" in the first week of the semester" 2- Don't be vague about the names of assignments: Make "***Assignment name: Student Full Name*** " be a requirement for the subject line in all assignments. For example, all student email would be addressed as: To: instructor@place.edu

	Subject: **conflict resolutions: Jill Montgomery** 3- Don't be available to your students all the time. 4- Do not assume that electronic mail is received or read in any specific time frame. 5- Don't structure the communication flow in a course to that you are the gateway for all communications. This will save you time and create a better learning environment. 6- Don't forget to structure feedback on evaluation of the students' progress and learning. 7- Don't put anything in your student correspondence that you would not want to see on the front page of a local or national newspaper. 8- Do not go unprotected from viruses: Check all attachments.
Attendance Policy	In stating your attendance policy, be sure to inform the remote site students how to get in contact with the instructor if they expect to be informed about an excused absence. Encourage students to show up early so that they have an opportunity to interact and build relationships with their fellow learners. An instructor might reward students who consistently show up early, stay late or engage their fellow students in caring questions.
Tardiness	For an instructor who strictly enforces their tardiness policy, a remote site proctor may need to take attendance in the beginning of class.
Plagiarism	In stating one's intolerance for plagiarism, the following source may provide useful phrasing and information: Instructor's Guide to Plagiarism by Greg Senechal (Carleton U., CA) http://www.carleton.ca/~gsenecha/guide/
Classroom Atmosphere	Students should be encouraged to ask questions and interact with their fellow students to promote community over the video-conference. In the beginning, it may take a few days for students to get used to the voice delay and being "on camera". Encourage them to be patient as most students grow to feel natural in this setting.

Required Texts	Include instructions on how remote site is to obtain needed texts. While it is the instructors responsibility to make sure the texts can be ordered or obtained, the instructor should remind students that is their responsibility to communicate. For example: "It is your responsibility to contact your instructor early and often if you're having trouble obtaining resources".
Student Assessment (grading and major assignments)	Mode of delivering tests, quizzes and assignments is very important. Remote site students should be clear about their responsibility for emailing, faxing or passing test, quiz or assignment to remote site proctor.
Course Outline	Coordinate campus holidays, finals week schedules, and list days when video-conferencing may be on or off-line. Posting assignments on the web may give the instructor the flexibility to adjust the schedule if course content lags behind.

Appendix E



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Appendix F

Faculty CUENet Training Workshop

June 21-25, Distance Learning Classroom, S102

Monday, June 21

9:00 Welcome/Intro
Intro week's schedule
Status on CD-based learning (w/summer chat schedule)
Intro CUENet and the Distance Learner
9:30 Quick intro to learning tools
Classroom - walking in to walking out (hands on)
Course Management Systems, (Blackboard, Web C Box)
ecourse CDs
10:00 Powerpoint workshop or start trying Course Management Systems
12:00 Adjourn

Tuesday, June 22

9:00 Powerpoint 5-minute presentations
10:00 * Preparing a Distance Learning Syllabus
11:00 ** Course Management Systems
Blackboard Courseinfo and/or Web Course in a Box
12:00 Brown Bag Lunch on Cooperative Groupings
Tom Doyle (Irvine)
1:00 Adjourn

Wednesday, June 23

9:00 * What to do if things fail
9:30 ** Exchanging electronic papers and creating syllabi with MSWord
10:00 Promoting and setting up Interactive Activities (150 to choose from)
11:00 Copyright with David Kluth (still confirming)
12:00 Adjourn

Thursday, June 24

8:30 1/2 group travels to CA in Roseville
9:00 * Intersite 15-30 minute sample presentations
10:30 Return from CA
11:00 Assessment with Johnnie Driessner (still confirming)
12:00 Adjourn

Friday, June 25

8:30 1/2 group travels to CA in Roseville
9:00 * Intersite 15-30 minute sample presentations
and/or lab on Course Management Systems
12:00 Adjourn